Comet Bay College

Seek Excellence

COMET BAY COLLEGE

2024 Annual Report

School Report
Comet Bay College

School Overview (source: Schools Online/School website)

Comet Bay's motto is 'Seek Excellence' and this underpins everything we do. Students are encouraged to perform to their highest standard and are given the opportunity to excel in a number of high quality programs. Our Moral Purpose is that *"We strive for excellence by nurturing individual abilities, providing meaningful opportunities and fostering positive respectful communities".* We are a Positive Behaviour Support (PBS) school and Our Values are:

- To be Respectful
- To be Responsible
- To be Safe

Comet Bay College has been a Department of Education and Training endorsed Gifted and Talented Academic Program school since 2007, providing a tailored, highly stimulating and challenging program to all selected students. The college also offers students extension through Drama, Dance, Music and Art as well as having a fully accredited Specialist Australian Rules Football Program with direct links to the Fremantle Dockers and Peel Thunder.

Comet Bay College is a modern state of the art educational facility catering for students in Year 7 to Year 12. The college is situated in Secret Harbour a coastal community 64 kilometres from Perth and draws students from its partner primary schools of Comet Bay Primary, Golden Bay Primary and Secret Harbour Primary. Due to our popularity and rapid expansion of residential development around the college, the College is a local intake school.

College facilities include specialist science laboratories, a lecture theatre, fitness centre, metal fabrication and engineering studios and a graphics/mechatronics studio. The College also has dedicated and Media and IT Labs, a food technology fit out that will enable delivery of Certificate Courses and a high quality Performing Arts Theatre These outstanding facilities combined with a broad range of teacher expertise ensure that all students entering the College are given access to a wide range of courses that are delivered to a very high standard.

Comet Bay College staff understand the importance of senior schooling and the need to provide support across all areas of the students learning. We are very proud of the continued strong performance of our students in our ATAR, VET (Vocational Education) and General Pathways.

As well as a significant investment in the buildings and grounds the school also has a serious commitment to staff professional learning with all staff given the opportunity to attend Classroom Management Strategies (CMS) training and Instructional Strategies training ensuring our staff have the skill set to provide high quality teaching and learning opportunities for all students.

A dedicated Student Services Team including a School Psychologist, Chaplains, Youth Development Officer and Defence Force Liaison Officer provides students and staff with ongoing support and ensures all students' pastoral care needs are met. The introduction of the Resilience, Emotional Awareness, Health and Careers Program (REACH) in 2015 across years 7-9 provides strong social emotional and health and well-being support to all students.

Comet Bay College recognises the value of effective use of information technology (ICT) in the classroom each year allocating significant resources to the ongoing development of ICT usage by students offering online learning curriculum, interactive televisions and projectors in every classroom and dedicated STEM classroom learning spaces.
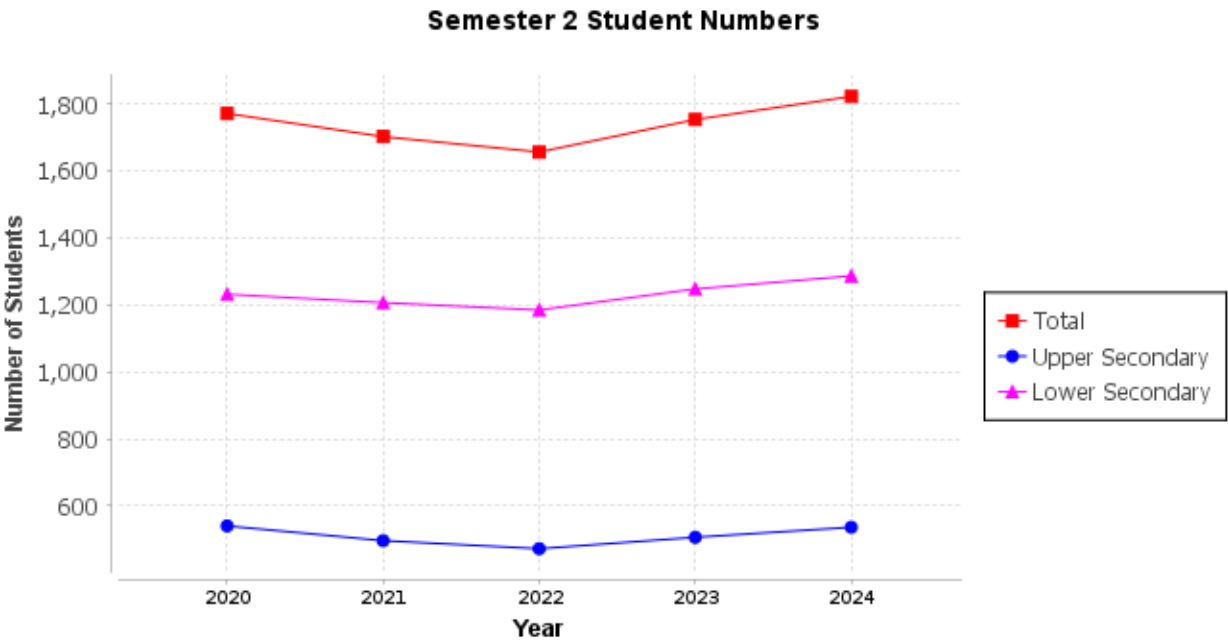
Student Numbers and Characteristics (Data) (source: Schools Online)

Student Numbers - Trends

2024 Semester 2

Semester 2 Student Numbers

Semester 2	2020	2021	2022	2023	2024
Lower Secondary	1232	1207	1185	1248	1287
Upper Secondary	540	496	472	506	536
Total	1772	1703	1657	1754	1823

Comments:

From 2020 to 2022, there was a decline in total student numbers, primarily driven by a decrease in upper secondary students staying on in Senior School and the change in boundary lines which changed our local intake area and reduced our feeder primary schools from 4 down to 3.

The College has responded to this by reviewing our courses and listening to student feedback. This has led to increased offerings in Senior School to incorporate more opportunities in VET, an extra class in our STEP program and placement for girls in our Australian Specialist Football program.

As you can see from the numbers trending upwards, this strategy has been effective and our student numbers have increased significantly.

Workforce composition (Data) (source: Schools Online)

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	5	5.0	0
Heads of Departments and Learning Areas	6	6.0	0
Program Coordinators	7	6.8	0
Total Administration Staff	19	18.8	0
Teaching Staff			
Level 3 Teachers	8	7.8	0
Other Teaching Staff	103	97.1	1
Total Teaching Staff	111	104.9	1
Allied Professionals			
Clerical / Administrative	25	22.7	0
Gardening / Maintenance	4	3.6	0
Instructional	2	1.8	1
Other Allied Professionals	39	32.4	0
Total Allied Professionals	70	60.4	1
Total	200	184.1	2

Comments:

With the increase in student numbers, this has seen the college also increase our overall staffing which has been a challenge in the current climate of teacher shortages. As part of our workforce plan, the college is also taking into consideration our needs for succession planning and been proactive in appointing more leaders within the school to work alongside current leaders who will be looking to retire in the coming years.
Comet Bay College is committed to supporting aspiring leaders and has engaged in a Network approach for Future Leaders that provides opportunities for teachers to be mentored by leaders to develop their leadership attributes.
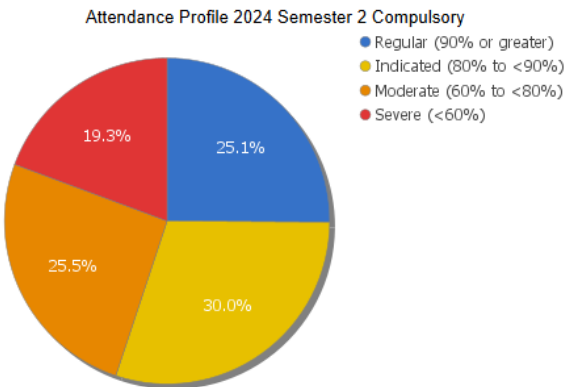
Student Attendance (Data) (source: Schools Online)

Attendance Overall

Secondary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	78.9%	82.3%	83.0%	71.6%	68.8%	55.2%	78.6%	81.8%	80.4%
2023	82.1%	84.5%	84.9%	67.2%	68.3%	59.2%	81.4%	83.9%	82.5%
2024	81.1%	83.5%	84.7%	71.3%	68.1%	57.6%	80.6%	83.0%	82.2%

Attendance Category				
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	22.5%	37.5%	28.0%	12.0%
2023	37.1%	31.4%	21.5%	10.1%
2024	34.0%	33.7%	20.9%	11.3%
Like Schools 2024	45.3%	27.2%	16.8%	10.7%
WA Public Schools 2024	48.0%	25.0%	15.0%	12.0%

Attendance Profile 2024 Semester 2 Compulsory

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

Pie chart values: 25.1%, 30.0%, 25.5%, 19.3%

Describe your analysis and impact of evidence

Overall Attendance Trends:
- The total school attendance rate has remained relatively stable from 2022 to 2024, with a slight increase from 80.4% in 2022 to 82.2% in 2024.
- There is a noticeable gap between school attendance and that of WA Public Schools and Like Schools, indicating room for improvement.

Non-Aboriginal vs. Aboriginal Attendance:
- Non-Aboriginal student attendance is significantly higher than Aboriginal student attendance.
- In 2024, Non-Aboriginal students had an attendance rate of **81.1%**, while Aboriginal students had **71.3%**.
- WA Public Schools and Like Schools also show a gap, but the disparity within the school suggests the need for targeted intervention for Aboriginal students.

Describe how non-attendance is managed by the school

At Comet Bay College we have taken steps to address barriers to Attendance by increasing our staffing within Student Support, including our Allied Health Professionals. We have increased the number of Youth Workers and School Psychologists from 2 to 3 alongside a full time Chaplain and School Nurse.

We have established more targeted support for our At-Risk students with engagement programs such as Warriors, Boxing, Chickadees, Drumbeat etc.

Comet Bay is also working with our local networks to promote increased attendance and the impact of regular attendance on academic progress. We have developed attendance reward systems, incentives and celebrations.

Student Achievement and Progress

NAPLAN (Data) (source: Schools Online, SAIS)

Year 7 Numeracy

Proficiency Level	School 2023	School 2024	Like Schools 2023	Like Schools 2024	WA Public Schools 2023	WA Public Schools 2024
Exceeding	6% (17)	8% (23)	7%	7%	12%	11%
Strong	50% (146)	57% (170)	54%	52%	49%	49%
Developing	33% (95)	26% (77)	28%	29%	24%	24%
NAS	11% (33)	9% (26)	11%	13%	13%	13%

Year 9 Numeracy

Proficiency Level	School 2023	School 2024	Like Schools 2023	Like Schools 2024	WA Public Schools 2023	WA Public Schools 2024
Exceeding	9% (24)	5% (16)	6%	5%	11%	9%
Strong	50% (138)	58% (180)	57%	58%	53%	55%
Developing	33% (90)	31% (95)	27%	28%	24%	25%
NAS	9% (24)	6% (17)	9%	9%	10%	10%

Year 7 Reading

Proficiency Level	School 2023	School 2024	Like Schools 2023	Like Schools 2024	WA Public Schools 2023	WA Public Schools 2024
Exceeding	11%	10%	12%	14%	17%	15%
Strong	46%	49%	50%	45%	45%	44%
Developing	28%	29%	25%	25%	22%	24%
NAS	15%	12%	13%	16%	14%	15%

Year 9 Reading

Proficiency Level	School 2023	School 2024	Like Schools 2023	Like Schools 2024	WA Public Schools 2023	WA Public Schools 2024
Exceeding	12%	11%	12%	14%	17%	17%
Strong	46%	53%	50%	51%	46%	47%
Developing	33%	30%	28%	27%	25%	25%
NAS	9%	6%	9%	8%	10%	10%

Year 7 Writing

Proficiency Level	School 2023	School 2024	Like Schools 2023	Like Schools 2024	WA Public Schools 2023	WA Public Schools 2024
Exceeding	8%	9%	8%	10%	11%	15%
Strong	43%	49%	47%	45%	45%	43%
Developing	38%	36%	34%	33%	28%	26%
NAS	11%	6%	11%	12%	14%	14%

Year 9 Writing

Proficiency Level	School 2023	School 2024	Like Schools 2023	Like Schools 2024	WA Public Schools 2023	WA Public Schools 2024
Exceeding	12%	16%	10%	15%	16%	20%
Strong	40%	45%	43%	43%	40%	38%
Developing	38%	29%	36%	32%	31%	28%
NAS	9%	9%	11%	9%	11%	12%

Year 7 Spelling

Proficiency Level	School 2023	School 2024	Like Schools 2023	Like Schools 2024	WA Public Schools 2023	WA Public Schools 2024
Exceeding	11%	15%	17%	18%	22%	23%
Strong	52%	50%	53%	52%	49%	47%
Developing	27%	22%	21%	20%	18%	19%
NAS	10%	14%	9%	10%	10%	10%

Year 9 Spelling

Proficiency Level	School 2023	School 2024	Like Schools 2023	Like Schools 2024	WA Public Schools 2023	WA Public Schools 2024
Exceeding	11%	8%	14%	12%	19%	15%
Strong	52%	59%	56%	59%	52%	55%
Developing	25%	23%	22%	21%	19%	20%
NAS	11%	9%	8%	7%	9%	8%

Year 7 Grammar & Punctuation

Proficiency Level	School 2023	School 2024	Like Schools 2023	Like Schools 2024	WA Public Schools 2023	WA Public Schools 2024
Exceeding	8%	9%	8%	10%	13%	14%
Strong	43%	39%	48%	44%	44%	42%
Developing	32%	36%	29%	31%	25%	25%
NAS	17%	16%	14%	16%	16%	18%

Year 9 Grammar & Punctuation

Proficiency Level	School 2023	School 2024	Like Schools 2023	Like Schools 2024	WA Public Schools 2023	WA Public Schools 2024
Exceeding	7%	11%	9%	12%	14%	14%
Strong	40%	39%	41%	37%	40%	38%
Developing	39%	33%	36%	36%	30%	30%
NAS	14%	17%	13%	15%	14%	16%

Describe your analysis and impact of evidence

- There are small improvements in some areas, but overall growth is slow and inconsistent.
- Writing, Grammar, and Numeracy continue to be weak points, with many students in the *Developing* category.
- Unlike Year 7, where some progress is visible, Year 9 students show little to no improvement across subjects.
- The lack of increase in *Exceeding* and *Strong* categories suggests that interventions in Year 7 are not translating into long-term improvement.
- Writing skills are particularly low, with only 9-11% of students exceeding expectations.
- Grammar and punctuation show minimal improvement, which affects overall literacy performance.

While some improvements are evident, the slow growth and persistent gaps indicate the need for stronger interventions, particularly in Year 9. Comet Bay College are actioning the following improvements:

- Reintroduce Literacy and Numeracy committee to the college to enhance collaborative teaching strategies and instruction across the school.
- Utilise whole staff meetings termly to provide training for whole staff on differentiated instruction.
- Continue to embed the use of Education Perfect across the school for both in class support and parent support at home.
- Develop after school tutoring sessions to support students.

Year 12 outcomes (DATA) including VET (source: SAIS WACE Report)

6 YEAR SUMMARY TABLE   School: COMET BAY COLLEGE (4176)

STUDENT NUMBERS

Number of students

	2024	2023	2022	2021	2020	2019
School Semester 2 Census	230	243	180	258	247	234
School Semester 1 Census	228	251	194	269	252	245
Students reported to SCSA	252	272	213	272	264	255
Students in the cohort	296	333	284	317	330	312

Alternative pathways (Students in the cohort)

	2024	2023	2022	2021	2020	2019
Year 11 repeat	1	1	2			1
Left school – NOA	39	47	45	32	32	38
Left school – other verified	9	14	15	5	13	22
Left school – unverified	12	17	21	9	21	9
Total (%)	61 (21%)	79 (24%)	83 (29%)	46 (15%)	66 (20%)	61 (21%)

SECONDARY METRICS

Completion rate

	2024	2023	2022	2021	2020	2019
Completion rate	67.3%	70.1%	57.3%	73.5%	72.3%	

Apparent retention rate

	2024	2023	2022	2021	2020	2019
Apparent retention rate	80.4%	72.8%	60.8%	82.7%	77.2%	

Progress and achievement - Number of students per band. (% students meeting the achievement threshold for that NAPLAN band) Highest NAPLAN band of Reading, Writing or Numeracy is selected.

Year 9 NAPLAN highest band	2024	2023	2022	2021	2020	2019
10	29 (31%)					
9	59 (32.2%)					
High band 8	37 (27%)					
8	61 (37.7%)					
7	64 (45.3%)					
6	20 (50%)					
Band 5 or exempt	4					
Incomplete/No NAPLAN score	20					
Grand total	294 (37%)					

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

Number of Students Eligible for WACE: count (%) Source: SCSA data files

	2024	2023	2022	2021	2020	2019
School	216 (73%)	235 (71%)	172 (61%)	254 (80%)	244 (74%)	231 (74%)
Like Schools	73%	71%	68%	73%	71%	69%
State	69%	68%	64%	70%	70%	65%

WACE Achievement Rate: count (% of eligible students) Source: SCSA data files

	2024	2023	2022	2021	2020	2019
School (WACE eligible)	198 (92%)	228 (97%)	167 (97%)	244 (96%)	235 (96%)	203 (88%)
Like Schools (%)	90%	92%	90%	89%	88%	91%
Public Schools (%)	90%	90%	89%	89%	89%	89%

School (Cohort)	198 (67%)	228 (68%)	167 (59%)	244 (77%)	235 (71%)	203 (65%)
WACE: Breadth and depth - units include equivalents: count (%) Source: SCSA data files						
Breadth and Depth requirement met WACE Eligible	216 (100%)	235 (100%)	172 (100%)	253 (100%)	242 (99%)	228 (99%)
WACE: Achievement Standard - units include equivalents: count (%) Source: SCSA data files						
C Grade requirement met WACE Eligible	215 (100%)	234 (100%)	170 (99%)	252 (99%)	243 (100%)	224 (97%)
English requirement met WACE Eligible	216 (100%)	235 (100%)	172 (100%)	254 (100%)	243 (100%)	231 (100%)
ATAR Or Cert II Or General requirement met WACE Eligible	216 (100%)	235 (100%)	154 (90%)	243 (96%)	244 (100%)	228 (99%)
WACE: Literacy and numeracy standard – Number of students who met the standard: count (%) Source: SCSA data files						
Literacy and numeracy requirement met WACE eligible	198 (92%)	228 (97%)	169 (98%)	245 (96%)	236 (97%)	210 (91%)

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)

Number of students who met the standard: count (%) Source: SCSA data files						
	2024	**2023**	**2022**	**2021**	**2020**	**2019**
Reading						
School (WACE eligible)	208 (96%)	234 (100%)	172 (100%)	251 (99%)	238 (98%)	227 (98%)
School (Cohort)	228 (77%)	256 (77%)	209 (74%)	270 (85%)	268 (81%)	246 (79%)
Writing						
School (WACE eligible)	207 (96%)	229 (97%)	169 (98%)	248 (98%)	238 (98%)	221 (96%)
School (Cohort)	221 (75%)	250 (75%)	199 (70%)	261 (82%)	261 (79%)	241 (77%)
Numeracy						
School (WACE eligible)	208 (96%)	234 (100%)	172 (100%)	254 (100%)	243 (100%)	220 (95%)
School (Cohort)	221 (75%)	259 (78%)	206 (73%)	272 (86%)	266 (81%)	241 (77%)

SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM) PARTICIPATION

Students enrolled in STEM courses. Count (%) of WACE Eligible students. (Source: SCSA data files)						
	2024	**2023**	**2022**	**2021**	**2020**	**2019**
>2 STEM courses	82 (38%)	78 (33%)	53 (31%)	83 (33%)	112 (46%)	57 (25%)
2 STEM courses	74 (34%)	74 (31%)	65 (38%)	86 (34%)	90 (37%)	109 (47%)
1 STEM course	60 (28%)	80 (34%)	54 (31%)	80 (31%)	41 (17%)	64 (28%)
Students enrolled in STEM VET qualifications. Count (%) of WACE Eligible students. (Source: SCSA data files)						
>1 STEM qualification						
1 STEM qualification	31 (14%)	53 (23%)	57 (33%)	45 (18%)	52 (21%)	24 (10%)
OUR PRIORITIES – Proportion of students enrolled in 2 or more STEM courses and/or STEM related VET qualifications. State Target of 85%. Count of students (% of cohort / WACE eligible / Semester 2 census). (Source: SCSA data files)						
School (% WACE eligible)	171 (79%)	177 (75%)	151 (88%)	187 (74%)	215 (88%)	169 (73%)
School count (% Cohort)	172 (58%)	181 (54%)	153 (54%)	188 (59%)	215 (65%)	170 (54%)

VOCATIONAL EDUCATION AND TRAINING (VET)

VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data

	2024	2023	2022	2021	2020	2019
School VET enrolments	160 (54%)	209 (63%)	174 (61%)	249 (79%)	257 (78%)	248 (79%)
Funded VET students	75%	72%	72%	72%	72%	77%
Level of highest qualification achieved (of VET enrolled students)						
Diploma						
Certificate IV	27 (17%)	37 (18%)	36 (21%)	49 (20%)	55 (21%)	36 (15%)
Certificate III	41 (26%)	70 (33%)	37 (21%)	49 (20%)	48 (19%)	67 (27%)
Certificate II	80 (50%)	86 (41%)	78 (45%)	139 (56%)	138 (54%)	114 (46%)
Certificate I						
No certificate completed	12 (8%)	16 (8%)	23 (13%)	12 (5%)	16 (6%)	31 (13%)
Students with more than one qualification (% of VET enrolments)						
3+ qualifications	53 (33%)	71 (34%)	44 (25%)	58 (23%)	29 (11%)	54 (22%)
2 qualifications	43 (27%)	66 (32%)	50 (29%)	86 (35%)	90 (35%)	86 (35%)
Endorsed programs unit equivalents achieved						
Number	193	212	187	243	163	

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations

	2024	2023	2022	2021	2020	2019
School count (% Cohort)	56 (19%)	44 (13%)	33 (12%)	59 (19%)	52 (16%)	43 (14%)
Difference From Expected			-7%	-8%	-11%	-8%
School (% WACE eligible)	26%	18%	19%	23%	21%	19%

ATAR COURSE ENROLMENTS

Year 12 Course enrolments count of students

	2024	2023	2022	2021	2020	2019
6+ ATAR courses	1 (<1%)					
4-5 ATAR courses	55 (19%)	44 (13%)	33 (12%)	59 (19%)	52 (16%)	43 (14%)
ATAR Triciles - High/Mid/Low: Count (%) Source: TISC for ATARs and cut-offs and Department calculations						
High	11 (20%)	15 (34%)	12 (36%)	21 (36%)	19 (37%)	14 (33%)
Mid	20 (36%)	13 (30%)	16 (48%)	27 (46%)	17 (33%)	16 (37%)
Low	25 (45%)	16 (36%)	4 (12%)	10 (17%)	16 (31%)	13 (30%)
ATAR performance – count of students (% of ATAR students)						
99+						1 (2%)
90-98.95	11 (20%)	15 (34%)	12 (36%)	18 (31%)	13 (25%)	11 (26%)
80-89.95	14 (25%)	11 (25%)	12 (36%)	23 (39%)	18 (35%)	10 (23%)
70-79.95	15 (27%)	10 (23%)	6 (18%)	8 (14%)	7 (13%)	10 (23%)
55-69.95	13 (23%)	4 (9%)	2 (6%)	6 (10%)	11 (21%)	8 (19%)
<55	3 (5%)	4 (9%)		3 (5%)	3 (6%)	3 (7%)
University English Language Competency (FSS 50+)	54 (96%)	36 (82%)	31 (94%)	62 (105%)	56 (108%)	36 (84%)

SCHOOL CURRICULUM AND STANDARDS AUTHORITY (SCSA)

School Curriculum and Standards Authority Awards: number

	2024	2023	2022	2021	2020	2019
Beazley Medals						
General Exhibitions						
Subject Exhibitions						
Subj Certs of Excellence		1	2	3		2
VET Exhibitions						
VET Certs of Excellence						1
Certs of Distinction		4	2			2
Certs of Merit	10	14	8	14	21	10
Total # students awarded	10	18	10	14	21	13
# students with 2+ award		1	2	3		2

Describe your analysis and impact of evidence

- In **2024**, **73% of students** were eligible for WACE, aligning with Like Schools (**73%**) and surpassing the state average (**69%**)
- The **WACE achievement rate among eligible students** dropped slightly to **92% in 2024** from **97% in 2023**. However, it remains above the Like Schools (**90%**) and State (**90%**) averages.
- **92% of WACE-eligible students met the Literacy and Numeracy standard in 2024**, a slight drop from 97% in 2023 but still relatively strong
- While WACE-eligible students continue to perform well, the **overall cohort** has seen **a decline in OLNA achievement since 2021**, particularly in numeracy

There has been a general decrease in the participation rate of students in the ATAR program, particularly in 2023 and 2024. This decline may suggest a shift in educational pathways or increasing numbers of students opting for alternative qualifications. This analysis is mirrored in ATAR participation and performance shifts across both Like schools and WA Public schools.

In response to this, Comet Bay College has introduced a Curtin Uni Ready program and continues to offer the Murdoch TLC as alternative pathways into University. We are also increasing our offerings in VET to support student interest and career pathways. We can celebrate our improved retention rates, as they reflect that the courses and pathways we offer are effectively meeting the needs of our students.

Post School Destination (DATA) (source: Schools Online)

	Intention 2023 School	Intention 2023 State	Destination 2024 School	Destination 2024 State	Variation School	Variation State
Return To School	0.6%	0.4%	0.5%	0.2%	-0.1%	-0.2%
University	40.3%	49.6%	36.4%	38.2%	-4.0%	-11.4%
Uni Offer - No Placement		0.0%	1.0%	1.4%		1.4%
TAFE	12.5%	15.4%	5.1%	6.7%	-7.4%	-8.7%
Apprenticeship	18.8%	12.1%	5.6%	3.4%	-13.2%	-8.7%
Traineeship	2.3%	2.8%	1.0%	1.0%	-1.3%	-1.8%
Other Training	4.5%	3.2%	4.0%	2.4%	-0.5%	-0.8%
Employment - Full-time	10.8%	10.2%	10.6%	7.9%	-0.2%	-2.3%
Employment - Part-time	3.4%	1.7%	20.2%	18.4%	16.8%	16.7%
Employment						
Employment Assistance		0.0%	3.0%	7.6%		7.6%
Other	6.8%	4.5%	1.5%	1.9%	-5.3%	-2.7%
Deferred Study/Training		0.0%	11.1%	11.0%		11.0%

	Intention 2023 School	Intention 2023 State	Destination 2024 School	Destination 2024 State	Variation School	Variation State
Total	100%	100%	100%	100%	-	-
% of students responding	72%	0.0%	81%	0.0%	-	-

Describe your analysis and impact of evidence

The Post-School Destination data provides valuable insight into the paths students are taking after completing their secondary education. This data helps us understand the effectiveness of our curriculum, guidance programs, and overall support structures in preparing students for life beyond school.

Informed Decision-Making:
- The data helps us assess whether the changes we've made to our programs (e.g., introducing new subjects, adjusting career counselling practices, or enhancing VET offerings) are having the desired impact. It also informs future improvements to ensure our students are better prepared for the diverse opportunities available to them after school.
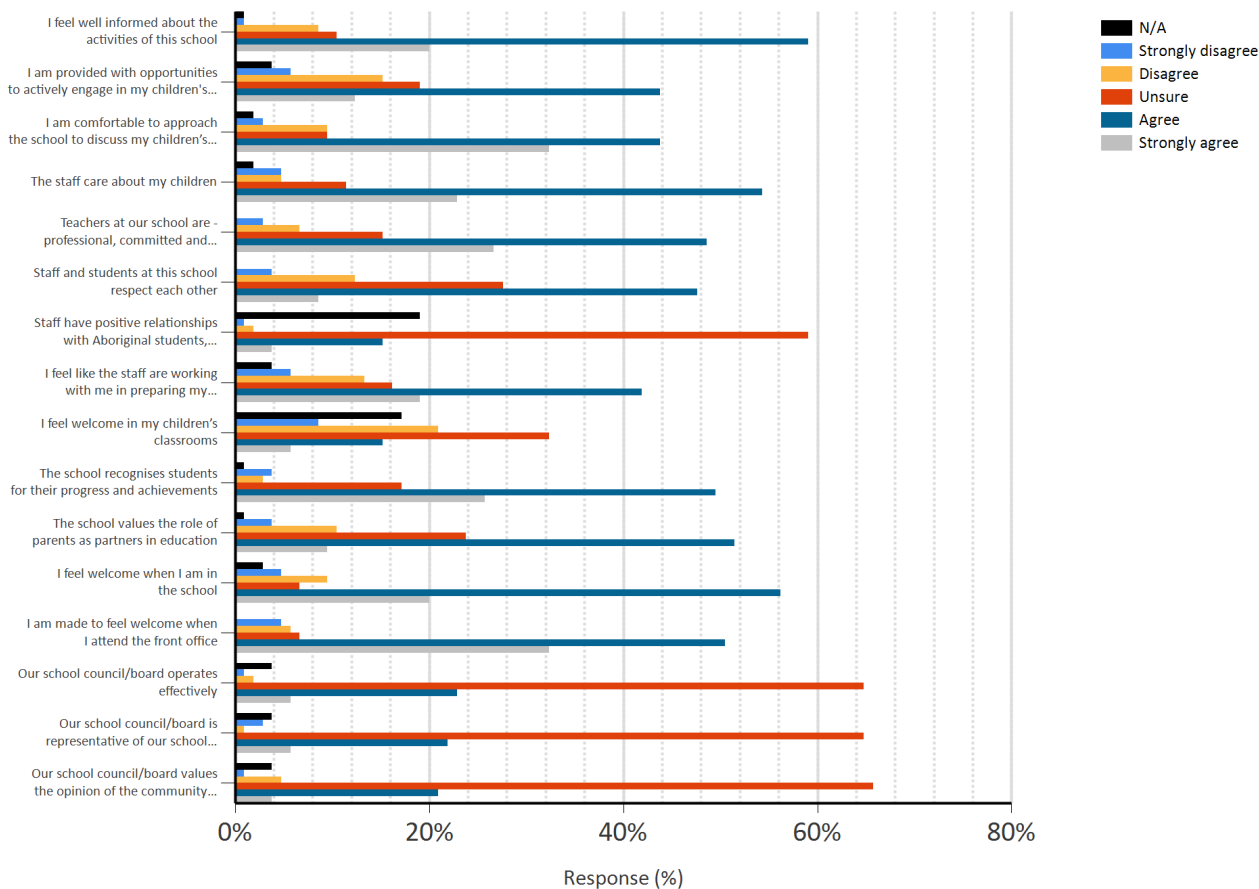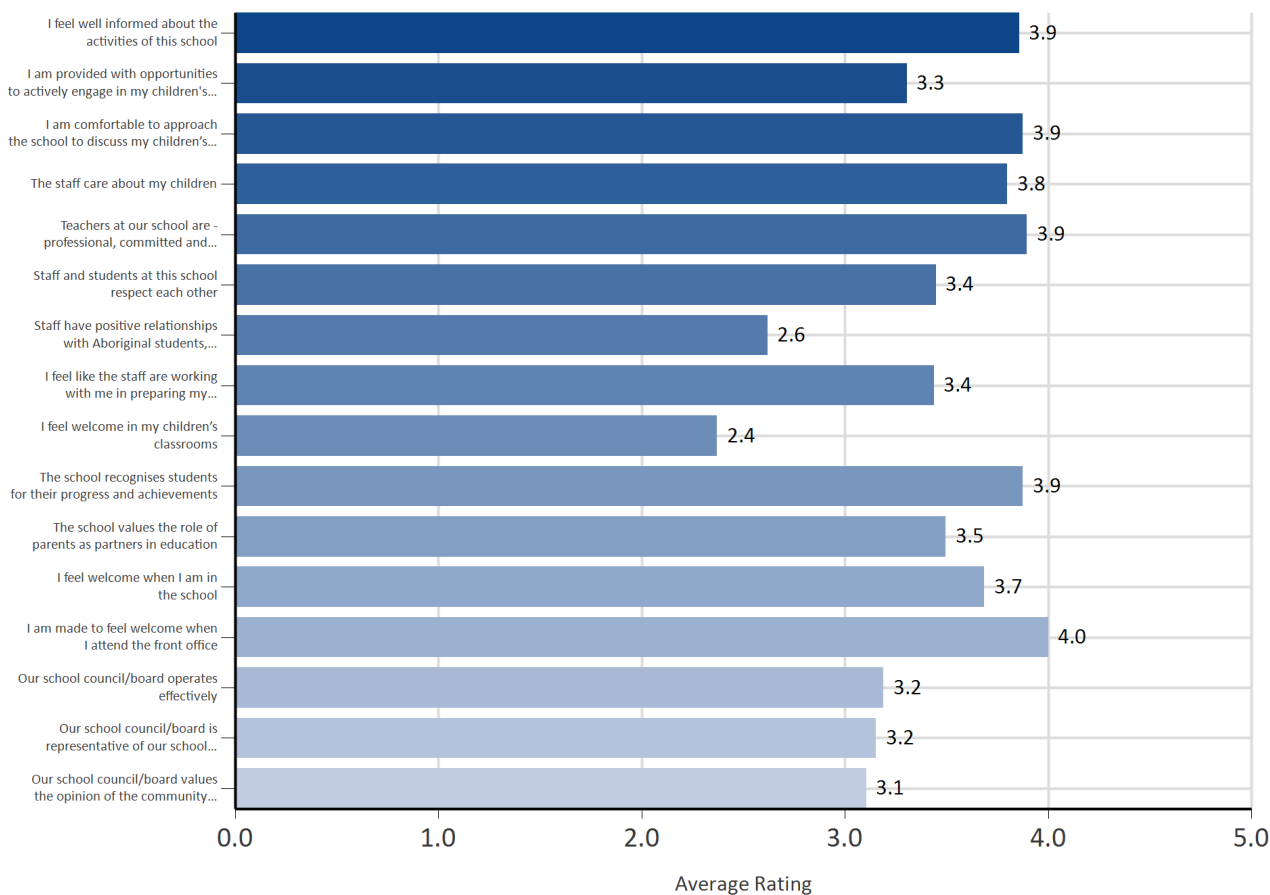
Program Adjustments:
- Evidence from post-school destinations may prompt adjustments to course offerings and career guidance programs. For example, if a significant number of students are not transitioning into university, we may consider expanding or enhancing our support for university applications or pathways.

Support and Guidance Enhancements:
- We can refine our career counselling and support structures based on the data. If certain pathways are underrepresented, targeted initiatives or partnerships can be developed to provide more opportunities and guidance to those students.

Parent/student/teacher satisfaction with the school (DATA) (source: School Culture Survey)

Average Rating

Statement	Rating
I feel well informed about the activities of this school	3.9
I am provided with opportunities to actively engage in my children's...	3.3
I am comfortable to approach the school to discuss my children's...	3.9
The staff care about my children	3.8
Teachers at our school are professional, committed and...	3.9
Staff and students at this school respect each other	3.4
Staff have positive relationships with Aboriginal students,...	2.6
I feel like the staff are working with me in preparing my...	3.4
I feel welcome in my children's classrooms	2.4
The school recognises students for their progress and achievements	3.9
The school values the role of parents as partners in education	3.5
I feel welcome when I am in the school	3.7
I am made to feel welcome when I attend the front office	4.0
Our school council/board operates effectively	3.2
Our school council/board is representative of our school...	3.2
Our school council/board values the opinion of the community...	3.1

Response (%)

Describe your analysis and impact of evidence
Parents/caregivers feel welcome, informed, and supported. This supports a positive school climate and good communication practices. These high-performing items point to strong communication, professionalism, and emotional safety — key contributors to school-family trust and student success. Parent-school partnership and governance suggest engagement is present but not optimal. A stronger emphasis on parent involvement in decision-making may be needed. Mixed responses suggest inconsistencies — perhaps positive in some classrooms, but not schoolwide. These are leverage points for equity and shared expectations. The low score on cultural inclusivity points to a critical area for equity and reconciliation efforts. This data reveals strong foundations in professionalism, care, and communication, but with critical equity and inclusion gaps, especially regarding cultural responsiveness and authentic family engagement. Addressing these issues with the targeted strategies in our Business Plan will improve school culture and trust.

Student-Centred Funding

Student-Centred Funding 2024

Per Student Funding	$18,249,176.00
Student and School Characteristics	$2,501,346.86
Disability Adjustments	$10,869.00
Targeted Initiatives	$1,045,717.35
Operational Response Allocation	$172,663.00
Regional Allocation	$0.00
Total 2024	**$21,979,772.21**

Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Year 7	208	103	$3,094,500.00
Year 8	203	100	$3,015,361.00
Year 9	217	108	$3,233,323.00
Year 10	214	105	$3,174,958.00
Year 11	205	101	$3,283,883.00
Year 12	153	75	$2,447,151.00
Total	**1,200**	**592**	**$18,249,176.00**

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	92	$210,216.87
Disability	166	$1,840,675.15
English as an Additional Language or Dialect	0	$0.00
Social Disadvantage	505	$450,454.84
Sub Total		**$2,501,346.86**
School Characteristics		
Enrolment-Linked Base		$0.00
Locality		$0.00
Sub Total		**$0.00**
	Total	**$2,501,346.86**

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Educational Adjustment	$45,781.64
Targeted Initiative: Additional support for delivery of mental health programs	$12,753.51
Targeted Initiative: Chaplaincy and Student Wellbeing Program	$24,817.23
Targeted Initiative: Gifted and Talented Education Program	$385,433.00
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	$27,209.32
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	$12,753.51
Targeted Initiative: Specialist Career Practitioners	$127,535.12
Targeted Initiative: VET delivered to secondary students	$409,434.02
Total	**$1,045,717.35**

Operational Response Allocation (Detail)

	Amount
Operational Response: Faults Management Program	$172,193.00
Operational Response: Host School Psychologists	$470.00
Total	**$172,663.00**